DOCUMENT RESUME

ED 030 594 SP 002 725

Classroom Teachers Speak on Urban Education. Report of the Classroom Teachers National Study Conference on Urban Education Problems, Implications, and Responsibilities for Classroom Teachers.

Association of Classroom Teachers, Washington, D.C.
Pub Date 68
Note-34p.
Available from-Publications-Sales Section, National Education Association, 1201 16th St., N.W., Washington, D.C. 20036 (No. 111-03920, $0.25)
EDRS Price MF-$0.25 HC Not Available from EDRS.
Descriptors-*Conferences, *Program Design, Program Planning, *Urban Education

This booklet presents reactions, opinions, and recommendations of the 52 teachers representing 37 states at a conference designed to make them aware of the whole spectrum of problems of education in the big cities and to stimulate them to think creatively about them. Introductory sections present the background of the conference and describe the design, which included a day of visitation in inner-city schools of the District of Columbia, small work group discussions, and presentation and interchange of viewpoints of a panel of educators and one of community leaders, and planning for followup action by conference participants. A summary of questionnaire results presents the participants' personal reactions to the conference experience, their feelings about the individual teacher's responsibility for solutions, and their recommendations for action by local, state, and national education associations. The second half of the report (in response to participant recommendations) outlines four conference designs that state and local associations might use to extend the objectives of the national study conference. General guidelines for planning a conference are also presented along with the operating plans that were used for the national conference. Appended are (1) the participant questionnaire, (2) a list of resources including articles, pamphlets, and audiovisual materials, and (3) a roster of participants, representatives, observers, and consultants. (JS)

EDO 305 94

Report of the Classroom Teachers National Study Conference on Urban Education: Problems, Implications, and Responsibilities for Classroom Teachers

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

CLASSROOM TEACHERS SPEAK ON URBAN EDUCATION

Association of Classroom Teachers
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

PROCESS WITH MICROFICHE AND PUBLISHER'S PRICES. MICROFICHE REPRODUCTION ONLY.

SP002725

Acknowledgments

The Association of Classroom Teachers of the National Education Association expresses its appreciation to the NEA Publications Division for help in producing CLASSROOM TEACHERS SPEAK ON URBAN EDUCATION. ACT is particularly grateful for the contributions of Anne Marie Zahary, copy editor, and Joseph Di Dio, photographer.

Copyright © 1968 by the National Education Association
All rights reserved.

Single copy, 25¢. Discounts on quantity orders: 2-9 copies, 10 percent; 10 or more copies, 20 percent. Orders amounting to $2 or less must be accompanied by payment. Address communications and make checks payable to the Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. Order by Stock Number 111-03920.

Permission to reproduce this copyrighted work has been granted to the Educational Resources Information Center (ERIC) and to the organization operating under contract with the Office of Education to reproduce documents included in the ERIC system by means of microfiche only, but this right is not conferred to any users of the microfiche received from the ERIC Document Reproduction Service. Further reproduction of any part requires permission of the copyright owner.

foreword

Much has been written and spoken about urban education — how to solve its problems, strengthen its weaknesses, cure its ills, and deal with the myriad of other issues surrounding it.

This pamphlet does not purport to do any of these things. It does not tell how to prepare teachers for inner-city schools or how to organize and administer urban school systems. It does not discuss the characteristics of the children or the curriculum. These were not the objectives of the conference on which this publication is based.

ACT's aim in sponsoring the Classroom Teachers National Study Conference on Urban Education: Problems, Implications, and Responsibilities for Classroom Teachers was to make classroom teachers aware of the whole spectrum of problems of education in the big cities and to stimulate teachers to think creatively about these problems. Hence CLASSROOM TEACHERS SPEAK ON URBAN EDUCATION presents the reactions, opinions, and recommendations of participants on the broad issues raised at the study conference and suggests courses of action to implement conferees' recommendations.

Ruth Trigg, *President*
Margaret Stevenson, *Executive secretary*

contents

Introduction 1

Participants 3

Conference Design 4

Observations, Challenges, and Recommendations 7

Implementation 13

General Guidelines for Planning a Conference 15

Designs for Local and State Conferences on Urban Education 17

Plan of Operation of the Classroom Teachers National Study Conference on Urban Education 23

Appendix 28

Room Setup for General Sessions of the Classroom Teachers National Study Conference on Urban Education 28

Questionnaire Distributed to Conference Participants Following Visitation in the D.C. Public School System 30

Resource Materials 31

Roster 33

introduction

"Urban Education: Problems, Implications, and Responsibilities for Classroom Teachers" was the topic of the 1967 Classroom Teachers National Study Conference sponsored by the Association of Classroom Teachers of the National Education Association. In deciding to concentrate on this issue, the ACT executive committee took its cue from several sources:

1 ACT Resolution No. 67-58, titled "Urban Area Problems," states:

"The Association recognizes that the rapid change in the nation from a predominantly rural society to an urban one is confronting the public schools and the profession with problems peculiar to this type of society. It therefore urges local, state, and national associations to continue to work together with vigor and imagination to meet this challenge successfully."

2 NEA Resolution No. 67-8, titled "Urban Educational Problems," states:

"The special problems of American urban areas present a severe challenge to all public agencies, especially the public schools. In view of the expanding urbanization of American life, the fate of urban areas is increasingly the concern of all Americans. Urban problems, therefore, call for urgent attention from the associations of the teaching profession.

The efforts of educators to deal with these problems have been impressive in size and intensity.

The fact must be faced, however, that these efforts have not generally succeeded. Teachers, feeling that the odds against them and their pupils are overwhelming, continue to be of low morale. Classes persist in being too large for effective services to pupils whose needs are especially great. Administrators are harassed by conflicting pressures and inadequate means. Children and parents often see little reason for trying; some feel little stake in American society. The tragedy of widespread misery, blunted aspirations, and wasted talents continues, and the alienation of many disadvantaged Americans from society bodes ill for the nation's strength, unity, stability, and progress . . . .

All concerned, including citizens and school officials in suburban and rural areas, must cooperate in the general effort. The price of failure will be borne by all; the benefits of success will accrue to all."

3

In July 1967 Sam M. Lambert, then NEA executive secretary-designate, told the NEA Representative Assembly in Minneapolis, Minnesota:

"The National Education Association has been moving gradually toward a more active and influential role for the teaching profession in educational affairs. . . .

This change in program and objectives has had to come . . . . Although the forces that brought it about are both numerous and complex, we cannot overlook at least a few important developments.

The first has been the failure of education in big cities to cope with the complexities and problems of this age. Education in these cities simply does not work for literally millions of slum-ridden, culturally deprived children . . . . We have to devise something new, something better, something dramatically different . . . . We need bigger and bolder plans for coping with problems of such children . . . ."

4

Margaret Stevenson, ACT executive secretary, said in a speech to the Southeast Regional Conference in Durham, North Carolina, in November 1965:

"A third agent of change has been urbanization. Today roughly one-third of the world's 3 billion people live in urban areas. It has been estimated that in 40 years the world population will jump to 6 billion persons, of whom more than half will be city dwellers. Demographers foretell a giant, sprawling megalopolis spanning the middle-Atlantic coast and encompassing cities as far apart as Boston and Atlanta.

In the wake of these developments have come changes in socioeconomic patterns and changes in traditional outlooks, attitudes, and values. . . . The 'exploding metropolis' has aggravated and reinforced problems that we teachers already know too well — problems centering on the education of culturally deprived youth and the quality of instruction provided in the inner-city schools."

participants

ACT scheduled the Classroom Teachers National Study Conference at NEA Headquarters in Washington, D.C., November 24-25, 1967, and invited 52 classroom teachers to participate. These teachers, nominated by presidents of state associations and departments of classroom teachers and ACT advisory council members, came from 37 states representing each of ACT's six regions. While the majority came from urban areas, representatives of rural and suburban areas were invited also because ACT is convinced that the solution of the problem is the responsibility of all — not just those educators working in the inner city.

Participants had teaching experience ranging from 3 to 38 years and teaching assignments from kindergarten to college and covering a wide variety of subject areas — mathematics, general science, chemistry, physiology, biology, English, language arts, speech and speech therapy, drama, debate, French, Spanish, industrial arts, art, physical education, social studies, history, government, economics, distributive education, library, special education, and guidance and counseling.

Staff members of the National Education Association and the Association of Classroom Teachers served as consultants. Representatives and observers from a number of allied groups brought differing experiences and points of view. These groups included the National Commission on Teacher Education and Professional Standards, NEA; Committee on Civil and Human Rights of Educators of the NEA Commission on Professional Rights and Responsibilities; American Association of School Administrators; NEA Department of Elementary School Principals; National Association of Secondary School Principals; NEA Department of Foreign Languages; NEA Department of Elementary/Kindergarten/Nursery Education; Association for Supervision and Curriculum Development; NEA Division of Urban Services; NEA Division of Affiliates and Membership; NEA Center for the Study of Instruction; NEA Office of Professional Development and Welfare; *NEA Journal* Office; National Council of Urban Education Associations; District of Columbia Association of Classroom Teachers; Association for Childhood Education International; National Congress of Parents and Teachers; Boy Scouts of America; U.S. Office of Education of the Department of Health, Education, and Welfare; Job Corps of the U.S. Office of Economic Opportunity; and District of Columbia Public School System.

Staff members of the NTL Institute for Applied Behavioral Science, NEA, served as conference advisers and assisted ACT in planning the conference.

conference design

The design for operating the conference took into account the magnitude of the problem (both its scope and its depth), the importance of isolating and defining a manageable task for a two-day conference, and the need for creating in conferees a commitment to action. (See outline, Plan of Operation of the Classroom Teachers National Study Conference on Urban Education, pp. 23-27.) After careful study and evaluation four specific objectives were identified:

1. To motivate classroom teachers to extend their knowledge and understanding of the many problems of urban education
2. To encourage them to extend their knowledge and understanding of the implications of the problems for education in general
3. To stimulate them to identify their responsibilities for helping to guarantee quality education in urban areas
4. To challenge them to take leadership in their professional associations for planning action programs to help meet these responsibilities.

Prior to the conference, all participants and representatives were given specific reading assignments, and the classroom teachers were urged to discuss the issues with local association leaders and administrators. (See Plan of Operation outline, Preconference Assignments, p. 23.)

One very important decision was made early in the planning stage: namely, that this conference would provide maximum involvement for all participants. While planners did not discount the contribution and importance of recognized authorities on urban education (many of their writings were included in the advance reading material), it was agreed that no speeches by such authorities would be scheduled. Rather, it was agreed that attention would be focused on children, teachers, administrators, and community leaders actually working in the "combat zone" as a means of giving precedence to practice over theory; and that to accomplish this objective, participants should be given an opportunity to observe firsthand inner-city education in operation and to discuss these observations with educators and community leaders who are themselves a part of the inner-city schools and community. (See Plan of Operation outline, General Session: "Problems and Issues; Implications and Responsibilities," pp. 25-26.)

As a result of these decisions, four significant features were incorporated into the conference design:

1. A full day of visitation in inner-city schools of the District of Columbia arranged through the Model School Division of the District of Co-

lumbia Public School System. (See Plan of Operation outline, Preconference Visitation of Inner-City Schools in the District of Columbia, p. 23.) For this visitation 43 of the 52 classroom teachers were granted professional leave by their respective school systems.

2. The allocation of extensive time during the conference proper for small work group discussions. (See Plan of Operation outline, pp. 23-27.) The leaders and consultants of work groups were prepared for their special tasks in a 4-hour preconference training session under the direction of the NTL Institute for Applied Behavioral Science. (See Plan of Operation outline, Dinner and Training Session for Work Group Leaders and ACT Executive Committee, p. 24.)

3. The presentation and interchange of viewpoints of two panels — one of educators and the other of community leaders — the members of which were themselves from the inner city. (See Plan of Operation outline, General Session: "Problems and Issues; Implications and Responsibilities," pp. 25-26.)

4. The planning for follow-up action by the conference participants. (See Plan of Operation outline, General Session: "Charting Our Course," "Assessing the Proposals," and "Charge to Action," p. 27.)

observations, challenges, and recommendations

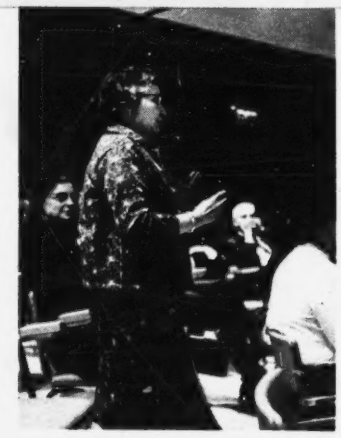
Structurally the Classroom Teachers National Study Conference was designed to provide answers to three questions:

1. How do I as a classroom teacher feel after experiencing visitation in Washington's inner-city schools and after hearing teachers, other educators, students, parents, and community leaders discuss urban education?

2. What can and should I as an individual classroom teacher do to help solve the problems of urban education?

3. What can and should the professional organizations at local, state, and national levels do to help solve the problems of urban education?

Conferees' answers to these questions are summarized in the following sections titled respectively "Personal Observations," "Challenges to Individuals," and "Recommendations for Action."



personal observations

"It is apparent to me that urban school problems are basically the same as school problems elsewhere. The fundamental differences, as I see them, are the numbers of people involved and the fact that people in rural areas are likely to be passive about poverty, but those in urban centers are apt to be belligerent."

"In visiting the inner-city schools of the District of Columbia and listening to the tapes of students and parents from the inner city, I saw one need that was ever evident — the importance of the individual child in the classroom, whether in the inner city or rural area. Within the limitations of the conditions of work under which I teach, I must give each individual child the attention due him. New ways, new ideas — innovations — need to be tried."

"I feel that I must now redefine 'urban education.' The problems of urban education and the solutions to these problems are the responsibility of the total American society."

"The feeling I have now about urban education as brought out by our activities clearly points out how irrelevant urban (ghetto, disadvantaged) education is to real life. Academic learning and teaching are generally missing the mark for the students who want to learn to live a fuller life. There are those who come to school hungry and should be fed. There are those who get warmth and comfort in a school and who suffer from lack of comfort at home. I can see the textbook as an alien experience to a youngster without a single book in the home."

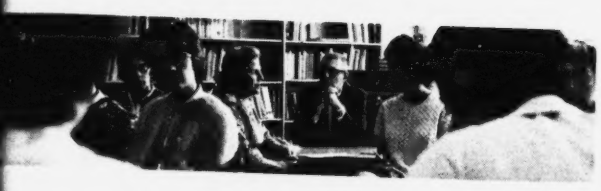
"Many of the problems of urban education are reflections of deep-rooted social problems. In order for schools to operate effectively, we must redefine the role and scope of the schools."

"There is an urgent need to revise curriculum to meet the needs of our time. This sounds academic, but we have too much traditionalism, too much window dressing, and too much imitation."

"There must be a unified and aggressive effort on the part of classroom teachers, administrators, superintendents, and school boards to solve the problems which we all face in American education today."

"As I see it, the basic need is to improve instruction:

1. To work toward changing structure — changing the role of the teacher, changing the curriculum, changing methods of school scheduling, and changing patterns of staff utilization through the use of auxiliary personnel and supportive staff.



2. To make course content relevant to students' lives."

"The implications I have gotten out of the conference are —

1. A greater need to develop some fundamental human relations between teachers and students. There is also a need to convince teachers of this need.
2. A greater need for communications between the parents and teachers.
3. A greater need for more adequate school facilities and equipment such as an auditorium, a cafeteria, and a playground area for fair weather."

challenges to individuals

"We all must try to be clearly aware of the problems which exist, and as we become aware, we must spread this knowledge and attempt to communicate — especially within the framework of the professional association — our views to others. . . . Right or wrong, we must experiment with new solutions, both on a long-range and short-range basis. We have waited too long. We must act."

"To try to personalize my instruction;

To keep myself from feeling guilty when I take time out to allow my students to express themselves and not feel guilty if the planned paper work is not executed;

To try to think of some plan to develop effective communication between teacher and parents, rather than to continue to accept the required visit by parents of a student who is preparing to transfer from the junior high to the senior high level."

"I must continually evaluate my job of teaching to be as certain as I can that I am truly teaching and not just baby-sitting. I believe that I must continue to urge and help fellow teachers to do the same."

"To begin with, we must explore the idea that the problems of part of the people are the problems of all the people. With the acceptance of this idea, then I would begin with my own classroom — reexamine what I am teaching and how.

I feel the need for further emphasis on respect for the individual."

"To realize that I as a suburbanite living in a comfortable, sheltered environment share in the problem of urban education;

To learn to understand and empathize with the child in the ghetto, his family life, his educational needs, and his total needs as he seeks to become a productive member of society;

To understand and empathize with the urban teacher and to try to focus the whole power of the profession behind him;

To assist in developing the political power which must be used in overcoming the problems of education;

To grow in my knowledge of urban culture;

To try to understand and perhaps discover why some urban children — ghetto children — succeed and others fail;

To rid myself of the last vestiges of racial prejudice — or, if I cannot rid myself of it, to admit it openly and rise above it;

To help the teaching profession solve its problems;

To reach down into my own backyard — to help my neighbors become part of the solution instead of a part of the problem;

To reach out and support those agencies in the community which can help me do this;

To realize that change begins with me and do something about it."

"*As a classroom teacher* I must strive for greater understanding of the disadvantaged child in my own classroom. I must work to develop a curriculum with which children of the less advantaged segments of our society are able to relate, and which will help these students to become integrated, functioning, and contributing members of the American society. I must realize that each child is a unique individual who has been endowed by the Creator with some gifts which are needed by our society."

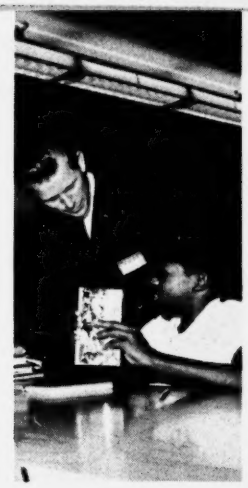
"I'm not going to be able to do everything by myself. If I have any sense, I will join with my fellow teachers in encouraging and supporting those teachers who have enough guts and fortitude and are willing to put their jobs on the line when necessary in the fight to improve the conditions under which we work so that the children of our communities and the nation get the type of education that will promote their welfare as a whole. I believe that we have to reevaluate our school systems and face the facts that we have to change the format, that not all children should be given a college preparatory course but that many should be given skills that will enable them to become self-supporting members of the community."

"What I saw: much better teaching taking place than I thought possible from the publicity I read.

What I heard: pleas for personalizing education to meet the needs of every child.

How I feel: frustrated —too much spinning of wheels. We still talk too much. There is a great need to work on problem-solving techniques.

What I can do: try to bring about a change in traditional patterns of action of associations and other groups to (a) face up to the issues, (b) act to solve them — take immediate and practical action, and (c) involve members in this action."



recommendations for action

To the Local Association

1. Help teachers gain a greater understanding of urban problems — both nationwide concerns and specific local issues — particularly through meetings and conferences.
2. Plan in-service education programs with and for teachers in urban areas.
3. Involve other community organizations in a study of urban problems.
4. Identify ways in which teacher preparation programs can be improved to equip prospective teachers to serve in inner-city schools.
5. Take a stand on such matters as fair housing, increased funds for education, and other issues affecting urban education.
6. Work for a program of urban-suburban teacher exchange.
7. Support the urban policies and objectives of state and national education associations.

To the State Association

1. Help teachers develop a greater insight into the problems of urban education through meetings and conferences.
2. Sponsor in-service meetings to prepare teachers now in service in suburban or rural areas for inner-city teaching.
3. Plan helpmobile-type programs to encourage innovation in urban teaching.
4. Establish a program of urban-suburban teacher exchange.
5. Sponsor political workshops to inform teachers of legislative action necessary to improve urban education.
6. Support legislation dealing with related issues such as fair housing and job retraining programs.

To the National Education Association

1. Provide leadership in organizing or cosponsoring state and regional conferences on urban education.
2. Designate urban education as the major area of concentration of the Association of Classroom Teachers.
3. Join in action programs with civic, community, and civil rights groups that are concerned with urban education.
4. Lend its resources to a massive program of urban-suburban teacher exchange.
5. Conduct research on instructional issues geared to urban education.
6. Press for legislation beneficial to urban area residents, such as disproportionate funding and fair housing.

implementation

As is evident in the foregoing pages, throughout the deliberations of the conference ran three themes:

1. The importance of creating in individuals an awareness of the problems of urban education.
2. The necessity of firsthand experience and observation for a full understanding of these problems.
3. The urgency of concerted action by the professional associations toward solution of these problems.

Time and again the recommendation was made that the professional associations sponsor conferences to make classroom teachers aware of the complex issues associated with urban education so that they can help find answers— in their own school systems as well as in the inner city.

ACT is convinced that the written word is not sufficient to indicate the magnitude of the problems of urban education and their implications for all of society and particularly for education. Essential to the solution of these problems are (a) aggressive action programs by professional associations and (b) personal involvement of many classroom teachers — those who are not involved in urban education as well as those who are. For these reasons, CLASSROOM TEACHERS SPEAK ON URBAN EDUCATION outlines several conference designs that state and local associations can use to extend the objectives of the national study conference.* To provide further help to state and local associations, this report explains in detail the behind-the-scenes planning for and operation of the study conference. (See outline, Plan of Operation of the Classroom Teachers National Study Conference on Urban Education, pp. 23-27.)

It is hoped that this report will assist classroom teacher leaders in initiating action programs on urban education — not necessarily by following exactly the designs and ideas presented here but rather by using them as a springboard in developing meaningful programs for their own local and state associations. It is also hoped that this pamphlet will serve as a tool that will reduce appreciably the number of planning hours required to put on a conference of high caliber.

---

*See p. 4.

general guidelines
for planning a conference

1. Determine the purpose or purposes.
2. Set tentative goals. (The purposes and goals should be manageable in terms of outcomes to be expected, number of participants to be invited, and physical facilities to be used.)
3. Determine the physical facilities, length of conference, place, date, time, and number of participants. Decide on methods and extent of advance promotion.
4. Assess the resources inherent in and the needs of the participants —
   What do they know?
   Where are they now in terms of understanding the issues and readiness to act?
   How far do you expect to take them in terms of action?
5. Identify the resources available to and necessary for the success of the conference. Consider such questions as —
   Will any or all of the participants visit inner-city schools? When and where?
   Who will be the experts on the program — well-known authorities or teachers and others on the firing line?
6. Design a program focused on the purposes identified and with a built-in procedure to accomplish the goals. Time each phase of the program in minutes. Identify leadership responsibilities in detail and inform leaders of their duties. Plan an orientation session for all leaders if possible. Give all speakers and panel members specific assignments. Choose chairmen and panel members with care, keeping in mind that these jobs will in large measure determine the success of the conference and should not be used as a means of rewarding long service. If the conference has multiple purposes, consider a series of several meetings, each focused on a single purpose. Avoid trying to put too much content into any one conference.
7. Involve many people in —

Planning	Leading
Studying	Reporting
Decision making	Doing
Designing	Evaluating

8. Use a variety of techniques in operating the conference
   a. In presenting information and/or involving participants —
      — Small discussion groups
      — General sessions for informing, reporting, exchanging ideas, setting priorities, etc.
      — Panels
      — Taped programs
      — Question-and-answer periods
      — Speakers of note and authority (but only as a last resort)

b. In securing immediate feedback —
   — Newsprint and marking pens
   — Chalkboards
   — Overhead projector, transparencies, and grease pencils
   — 3″ x 5″ cards
   — Microphones strategically located
c. In conference reporting —
   — Tape recording of discussions for future use or playback
   — Mimeographed or dittoed group reports.

Conference designs of this type, which involve wide participation and use a variety of techniques, require extensive and detailed advance planning, but the results should be far superior to the speaker-lecturer type of program, especially if the participants are action-oriented.

designs for local and state conferences on urban education*

design a — One day of visitation plus a two-day study conference **

Advance study — selected reading (See Resource Materials, p. 31.)

Preliminary program — visitation in inner-city schools

First day of study conference

General session (9 a.m.)

Conference orientation

Brief presentation, live or tape-recorded, by students and parents from inner-city schools to set the tone and focus of the program

Discussion groups: reactions of conferees to what they heard/read/experienced***

General session: reports of reactions of discussion groups to the total group

Lunch

General session

Panel discussion by selected resource people (teachers, parents, etc.)

Interaction

Dinner

Discussion groups: "What can and should I as an individual classroom teacher do?"

Second day of study conference

Discussion groups: "What action steps can and should the professional associations — local, state, and national — take now?"

Lunch

General session: "Planning Future Steps"

Adjournment (4 p.m.)

---

*Any one of the following designs could be developed with a different emphasis or objective.

** This is basically the design of the Classroom Teachers National Study Conference. (For greater detail on the operation of the national study conference, see pp. 23-27.)

*** One large room can be set up to allow for small group discussions. This eliminates the loss of time spent moving from room to room. If time is not a factor, there are advantages to having each group in a separate room.

design b — One-day study conference, 9 a.m. — 5 p.m.

Advance study and research for participants — Plan for selected classroom teachers (if not all conference participants) preconference visitation in school systems and/or have selected classroom teachers do specific research and prepare tape recordings or papers for presentation at conference.

Conference

General session

Statement of purposes

Presentation(s) on preconference visitation or research

Discussion groups: reactions of discussion groups to what they heard/read/experienced (Give specific group assignments that focus on achieving the specific goals of the conference.)*

General session

"The state and/or local picture" (a series of brief reports by persons actively teaching in urban districts)

General discussion: "How did reading and/or visitation observations correlate with the observations of those actually involved?"

Lunch

Discussion groups: "What are the implications for local/state action steps?"

General session

"What might be done — now and later?" (reports of discussion groups to the total group)

Decisions on an action program.

---

* One large room can be set up to allow for small group discussions. This eliminates the loss of time spent moving from room to room. If time is not a factor, there are advantages to having each group in a separate room.

design C — One-day study and planning workshop, 9 a.m. — 5 p.m.

Advance study and research for participants (See Design B above.)

Conference

General session

Statement of purposes

Presentation(s) on preconference visitation or research

Discussion groups: reactions of discussion groups to what they heard/read/ experienced (See Design B above.)

General session: "The state and/or local picture" (See Design B above.)

Discussion groups: "What are the problems across the state or in the local system?"

Lunch

General session

Reports of discussion groups to the total group on problems identified

Selection by the total group of the problems it can do something about immediately; rank-ordering of these problems

Assignment of one of the three or four top priority problems to each discussion group for study (Instructions to discussion groups might be: (a) Analyze the blocks — what will hinder action? (b) Analyze the motivating factors — what will facilitate action? (c) Plan action steps — are there alternatives?)

Discussion groups: analysis of the assigned problem and planning of an action program

General session

Reports of recommendations of discussion groups

Testing the recommendations

Planning for implementation.

design d — A series of four in-service programs, each a two-hour session

First program: "Urban Education as Viewed by Students"

General session: panel discussion by students from urban schools — live (30-45 minutes) or taped (no more than 30 minutes)

Discussion groups (Have room appropriately arranged.)

What are the implications?

What additional information is needed to make valid decisions?

General session

Reports of discussion groups

General discussion

Follow-up activities

(The subcommittee responsible for planning this program should study comments and questions and plan for the final session.)

Second program: "Urban Education as Viewed by Teachers"

Same design as that of the first program except that the panel features teachers from urban schools.

Third program: "Urban Education as Viewed by Community Leaders in Urban Areas"

Same design as that of the first program except that the panel features community leaders.

Fourth program: "Urban Education — What Can and Will We Do About It?"

General session: reports by the subcommittees that planned and conducted the first three programs on possible follow-up activities from the previous three programs (Allot each subcommittee 15 minutes.)

Discussion groups: "What can and should the group do?"

General session

Reports of discussion groups

Identification of priority action programs

Assignment of responsibility for initiating implementation steps.

There are an infinite number of designs that can be developed to accomplish the various objectives of different groups.

Planning groups can use the above four designs as springboards, but each individual conference design will be unique.

If available, the help and guidance of a consultant who has had NTL training or experience is highly desirable. However, not having such a person available is no excuse for not planning a program.

plan of operation

of the Classroom Teachers National Study Conference on Urban Education

conference design | **operating plans**

advance preparation

Preconference assignments

Read —

1. Materials sent to each conferee*
2. Other recommended references.*

Discuss issues with association leaders, school administration, and community leaders.

The purposes of preconference assignments were to provide some common background information for participants and to stimulate independent thinking on the issue. References were carefully selected and focused sharply on the issues involved. The amount of homework was such that conferees could reasonably be expected to complete it.

school visitation

Preconference visitation of inner-city schools in the District of Columbia

8-9 a.m. — Orientation breakfast. 20-minute orientation to day's program by a D.C. school administrator and brief overview of day's schedule by ACT staff

9 a.m. - 3 p.m. — Visit to District of Columbia schools

Groups of 5 to 10 participants were assigned by teaching level to visit schools — elementary teachers to elementary schools, junior high teachers to junior high schools, and senior high teachers to senior high schools. Each group included an ACT officer or staff member who served as expediter.

Sixteen schools were visited; each group visited two schools. This arrangement provided a variety of experiences — different programs, school climates, and physical plants.

Prior to observation in the specific schools, the principal and/or another faculty member gave a

* See Resource Materials, pp. 31-32.

conference design

4-4:30 p.m. — Postvisitation reaction ("Alone" time)

5:30-9:30 p.m. — Dinner and training session for work group leaders and ACT executive committee

conference program

First day

9 a.m. — Opening session
Introductions
Orientation
"Broadening Our Perspectives" (a taped interview in which big-city parents and students discuss urban education)*

9:45 a.m. — Coffee break

10-11 a.m. — Work group sessions: "A Look at Urban Education"

operating plans

20-30 minute briefing on the particular school. Conferees then had an opportunity to visit formal class activities, talk with teachers and students, and have lunch in one of the schools visited.

Immediately following the visitation each participant was requested to reflect on the experiences of the day. (See Appendix, p. 30, Questionnaire Distributed to Conference Participants Following Visitation in the D.C. Public School System.) Conferees did not receive the form until after the visitation was concluded.

The purposes and objectives of the conference were reviewed. An outline of the operational plan of the conference was distributed and explained in detail. Specific job responsibilities of leaders were identified. Time was provided for questions and answers.

Since not all participants were able to visit the D.C. schools, ACT prepared a tape recording on the problems and issues of urban education* to provide a common background for all.

Seven work groups of 10 to 14 people met in separate rooms. Each group included a leader, a member of the NEA/ACT executive committee, two or three NEA staff members who served as consultants, and one or two representatives of other organizations and agencies (administrators, staff members of the U.S. Office of Education, etc.). The classroom teacher participants, who constituted the majority of each group, were assigned according to the relative sizes of their school systems. This provided a degree of common background experiences and

* Available from ACT upon request.

conference design

11:30 a.m. — Informal general session: "This Is How We View Urban Education"

12:15 p.m. — Lunch

2-5 p.m. — General session: "Problems and Issues; Implications and Responsibilities" (two panels of three persons each and a moderator*)

Panel of educators from inner-city schools
A classroom teacher
A supervisor
A principal

General discussion presided over by moderator

Coffee break

---

* A strong moderator is essential for such a program.

operating plans

purposes. Each group included some participants who had visited the D.C. schools.

The work groups operated as units throughout the conference, both in group discussions and in general sessions.

Working assignment to groups was as follows:

1. Get acquainted — five minutes.
2. Exchange feelings about and reactions to visitation, reading, or personal experiences. Freewheel for one hour.
3. Identify and put on paper the two or three comments or feelings of the hour's discussion that the group would like to share with the total conference — comments or feelings that seem to have the most relevance for all group members or that express divergent points of view that seem significant.

Items identified by work groups were listed on newsprint for display in general session and on 8½" x 11" paper for duplication by ACT office secretaries and distribution to all conferees.

The newsprint reports of each work group were posted on the walls of the general meeting room. Time was allowed for informal reading of the reports and discussion of the experiences of the morning.

Conferees were seated by work groups. (See Appendix, Room Setup for General Sessions, p. 28.)

Panelists were asked to cover the following —
What are the problems and issues?
What are the implications?
Where and with whom do what responsibilities lie?

ACT told panel members —
Call the plays honestly and frankly as you see them.
Don't try to cover up.
Don't try to give pat answers.
Don't tell how to do a job.
Do identify problems, issues, implications, and responsibilities.

conference design

Panel of community leaders involved in the problems of inner-city education

Director of recreation department
Housewife and mother
Official of urban league

General discussion presided over by moderator

6 p.m. — Dinner

7-9 p.m. — Work group sessions (in separate rooms): "What can and should I as an individual classroom teacher do to help solve the many problems of children and teachers in urban areas?"

operating plans

Each panel and the related discussion was allotted 1 hour and 15 minutes, broken down as follows —

Presentations — 30 minutes (10-minute presentation by each panelist)
Discussion in work groups — 20 minutes

1. What did we hear?
2. What didn't we hear?
3. What comments and reactions would we like to give to the panel?

Sharing — between work groups and panel — 25 minutes

A 20-minute coffee break was scheduled between panels.

7-7:20 p.m. — Each person was asked to take 20 minutes of "alone" time. During this period he was to think through and put on 5″ x 8″ cards his answer to the question, "What are the implications for me as a person as I look back over what I have experienced thus far?" (Later the cards were collected and the material contained thereon was duplicated by ACT secretaries and distributed to all conferees.)

7:20-8:20 p.m. — Leader asked participants to group themselves in threes. Each person had approximately 20 minutes of the hour allowed to discuss with the two other people his thoughts, feelings, and the implications thereof. The other two helped their colleague clarify his thoughts and plan some kind of action. Thus each of the three people had 20 minutes to share his feelings with and get help from the other two and 40 minutes to listen to and counsel the others.

8:20 p.m. — The work group reconvened as a whole. A period of 40 minutes was provided for general discussion and sharing of each individual's ideas and plans for action.

9 p.m. — Adjournment was set for 9 p.m.; however, conferees could work beyond the scheduled hour if they wished to do so.

conference design

Second day

9-11:30 a.m. — Work group sessions (in separate rooms): "What action steps can and should the professional associations — local, state, and national — take now to help solve the problems of children and teachers in urban areas?"

(Coffee was made available at midmorning; break time was left to the discretion of each group.)

12 noon — Lunch

2-4 p.m. — General session

"Charting Our Course" (group reports)

"Assessing the Proposals"

(Panel of three educators and a moderator. Each evaluator had experience in association work; collectively they brought to the panel a variety of experiences in urban situations.)*

"Charge to Action"

4 p.m. — Adjournment

operating plans

Conferees identified action steps the professional associations could and should initiate immediately as first steps in the solution of the problems of urban education. Three specific questions were posed:

1. What can the local association do?
2. What can the state association do?
3. What can the NEA do?

Each question was discussed separately, and the results of the discussion were placed on transparencies, one for each area — local, state, and national. Groups were told they could start the discussion at any of the three levels but were urged to cover all three areas during the 2-hour period: for example, allocate equal time for each topic with a half hour from 11 to 11:30 for overall discussion and consideration of whether the group had accomplished the assigned task and how it would prepare and present its report that afternoon.

Conferees sat in their assigned work groups. Each group was asked to report its recommendations, using transparencies and overhead projectors. The panel of evaluators reacted to the proposals. They did not dominate the discussion or make speeches. Their purpose was to help clarify what had been said, draw out ideas, raise questions, and state from their experiences whether they thought the proposals would work and why or why not. This informal, free-flowing 80 minutes permitted participants to present ideas, evaluators to react, and work groups to reply to the evaluators and to each other. The moderator had the responsibility of allocating time so that all groups could present their reports and reactions.

(Last 20 to 30 minutes) NEA President Braulio Alonso addressed the conference.**

---

* The latter part of this portion of the program could well be spent in deciding on specific next steps for the association sponsoring the conference — its course of action and ways to initiate such action.

** The person invited to give the charge to action should be someone who, by virtue of his position and leadership ability, is qualified to give direction to the group.

questionnaire distributed

to Conference Participants Following Visitation in the D.C. Public School System*

instructions

You have just returned from your visit to schools in the inner-city of the District of Columbia. Please take 15 or 20 minutes immediately to jot down the feelings and reactions which you experienced today.

We are giving you this form to help organize your thoughts. This exercise is as important for the success of our conference on Friday and Saturday as was the visitation itself.

Your first impression and your immediate reaction are of prime importance. *Don't dwell on your response.* Long statements are not necessary, but ideas are.

Please bring your reaction report with you to the first session on Friday.

questionnaire

1. Describe the feelings you personally experienced during the day (i.e., fear, anxiety, comfort, excitement, etc.)

2. What one or two things stand out in your mind right now as being the highlights of the day?

3. Are there a couple of reactions to the day you would like to discuss with other conference participants? If so, what are they?

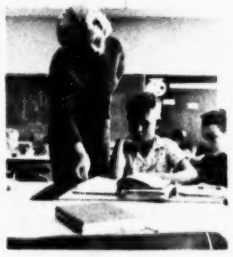
4. Did you observe a difference in climate or rapport in the schools you visited? If so, jot down three or four words or phrases which characterize the climate.

5. Did you observe a difference in attitude of teachers in the schools you visited? If so, jot down three or four words or phrases which characterize the attitudes.

6. What, if any, are other comments or reactions to the day's experiences which you feel were significant?

---

* For details on the use of this questionnaire, see Plan of Operation outline, School Visitation, pp. 23-24.



resource materials

The following is a partial listing of materials geared to the particular focus of the Classroom Teachers National Study Conference on Urban Education — namely, to make classroom teachers aware of the problems of urban education and to identify steps that their professional organizations can take to help solve these problems.*

Items marked with a dagger were sent to conferees as preconference reading material. The others were called to their attention for additional study.

Orders for publications of NEA units should be sent to that particular unit at NEA Headquarters, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. Regular NEA discounts apply on quantity orders as follows: 2-9 copies, 10 percent; 10 or more copies, 20 percent. Orders amounting to $2 or less must be accompanied by payment.

articles and pamphlets

† *Understanding Intergroup Relations.* No. 21 in the "What Research Says to the Teacher" series. Jean D. Grambs. Published by the Association of Classroom Teachers, NEA. Revised 1965. 32 pp. Single copy, 25¢.

† *Teaching the Disadvantaged.* No. 33 in the "What Research Says to the Teacher" series. Gertrude Noar. Published by the Association of Classroom Teachers, NEA. 1967. 32 pp. Single copy, 25¢. *(See also* filmstrip listed below.)

† *Baltimore, Maryland — Change and Contrast — The Children and the Public Schools.* Report of an Investigation. Published by the NEA Commission on Professional Rights and Responsibilities. May 1967. 89 pp. Single copy free. Supply limited.

† *Detroit, Michigan — A Study of Barriers to Equal Opportunity in a Large City.* Report of an Investigation. Published by the NEA Commission on Professional Rights and Responsibilities. March 1967. 111 pp. Single copy free. Supply limited.

† *Wilcox County, Alabama — A Study of Social, Economic, and Educational Bankruptcy.* Report of an Investigation. Published by the NEA Commission on Professional Rights and Responsibilities. June 1967. 114 pp. Single copy free. Supply limited.

† "The Crisis That Won't Go Away." *Washington Outlook on Education.* September 15, 1967, p. 1. Published by the NEA Division of Federal Relations. Single copy free. Supply limited.

† "Some Issues Relevant to the Preparation of Teachers of the Disadvantaged." Paper prepared

* An infinite number of other materials are available for a conference with a different purpose. Anyone planning a conference on urban education should consult the public library to obtain a complete listing of resources available.

resource materials

by the National NDEA Institute for Advanced Study in Teaching Disadvantaged Youth, a project suported by the U.S. Office of Education and administered by the American Association of Colleges for Teacher Education, NEA, in conjunction with Ball State University, Muncie, Indiana. November 29, 1966. Single copy free from AACTE. Supply limited.

Educational Leadership. Journal of the Association for Supervision and Curriculum Development. October 1967. Single copy, $1. Supply limited.

"The Urban School, No. 1." *The National Elementary Principal.* January 1967. Published by the NEA Department of Elementary School Principals. 94 pp. Single copy, $1.

"The Urban School, No. 2." *The National Elementary Principal.* February 1967. Published by the NEA Department of Elementary School Principals. 112 pp. Single copy, $1.

"The School Crisis: Any Way Out?" *Newsweek.* September 25, 1967, p. 71.

audiovisual materials

Teaching the Disadvantaged. 12-min. color and sound filmstrip based on pamphlet No. 33 in the "What Research Says to the Teacher" series. Produced by the Association of Classroom Teachers, NEA, with the assistance of the NEA Publications Division. Package including filmstrip, booklet, narration on 33⅓ rpm record, and script and presentation guide, $8. *(See also* pamphlet listed above.)

Broadening Our Perspectives. Tape featuring interviews with students and parents in urban areas. 18 min., half-track, 7½ IPS. Available on loan from the Association of Classroom Teachers, NEA.

The Way It Is. 1 hour, 16mm, sound, b & w. NET Film Service, Audiovisual Center, Indiana University, Bloomington, Indiana. 1967.

roster

participants

Ester Wilfong, Tacoma, Washington, *conference chairman*
Mrs. Ruth Trigg, Barrington, Illinois, *ACT president*
Mrs. Elayne C. Abnathy, Kanawha County, West Virginia
Robert R. Anderson, Goshen County, Wyoming
Robert Archuleta, Salt Lake City, Utah
Dennis L. Barnum, Gowrie, Iowa
John R. Boggs, Denver, Colorado
Bill Caston, Jackson, Mississippi
Jack Craig, Yellowstone, Montana
Mrs. Jean Claire Smith Dahlinger, Belle Fourche, South Dakota
Mrs. Janet Dean, Dade County, Florida
Charles F. Deubel, Freeport, New York, *ACT past president*
Mrs. Flora Domke, Frederica, Delaware
Bruce P. Eckman, Portland, Oregon, *ACT president-elect*
Mrs. Ella Q. Forman, Washington District, Arizona, *ACT Southwest regional director*
Mrs. Ruth I. Foster, Des Moines, Iowa, *ACT secretary*
Tommy G. Fulton, Midwest City, Oklahoma
Milo F. Gaul, Roseville, Minnesota
Eugene Green, Hartford, Connecticut
James A. Harris, Des Moines, Iowa
Arthur S. Hays, Volusia, Florida
Clay Henderson, Lubbock, Texas
Paul F. Ippolito, Newton, Massachusetts
M. Richard Jacobs, York, Pennsylvania
Mrs. Vernie Johnson, Topeka, Kansas
Helen Kovach, Fairport Harbor, Ohio, *ACT North Central regional director*
William R. McFarland, Mesa, Arizona
Mrs. Virginia S. Melton, Concordia Parish, Louisiana
Dale O. Meyers, Rockford, Illinois
R. Louise Mingo, Pocatello, Idaho
Mrs. Mary C. Nesbitt, Buncombe County, North Carolina
Raymond O'Dell, Columbus, Ohio
Mary A. O'Malley, Passaic, New Jersey
Charles C. Philipp, Montgomery County, Maryland
Verna L. Polk, Jackson, Mississippi
Mrs. Barbara S. Reed, DeKalb County, Georgia
Merton E. Ricker, Lisbon Falls, Maine
Jim A. Roady, Moxee School District No. 90, Yakima, Washington, *ACT Northwest regional director*
Mrs. Lithangia S. Robinson, DeKalb County, Georgia
Mrs. Martha Dell Sanders, Paducah, Kentucky, *ACT Southeast regional director*
Fred A. Skebba, Sheboygan, Wisconsin
Mrs. Margaret B. Smith, Hampton, Virginia
Ruth L. Southwick, Salem, Massachusetts, *ACT Northeast regional director*
Carl R. Tenuta, Pontiac, Michigan

Ronald C. Tvedt, Bismarck, North Dakota
Frank A. Valdés, Clark County, Nevada
Pauline Van Eaton, Rock Island, Illinois
Paul J. Vennari, Raleigh County, West Virginia, *ACT vice-president*
Vernon Wagner, St. Louis, Missouri
Mrs. Beth M. Wallace, Mecklenburg County, North Carolina
Mrs. Erma L. Williams, Kansas City, Missouri
Harry W. Wilson, Fort Worth, Texas, *ACT South Central regional director*

representatives

Mrs. Grace Baisinger, Washington, D.C.
National Congress of Parents and Teachers
* Mrs. Johnie M. Baker, Wichita Falls, Texas
Association for Childhood Education International
Richard V. Brown, Washington, D.C.
Association for Supervision and Curriculum Development
John L. Carnochan, Jr., Frederick County, Maryland
American Association of School Administrators
Mrs. Dorothy Chappell, Bethesda, Maryland
Department of Elementary School Principals, NEA
Clara E. Cockerille, Westminster College, New Wilmington, Pennsylvania
National Commission on Teacher Education and Professional Standards, NEA
Macon F. Fears, Lunenburg County, Virginia
American Association of School Administrators
Ed Felegy, Bowie, Maryland
Department of Elementary School Principals, NEA
* Sue Jarvis, Kansas City, Missouri
National Commission on Teacher Education and Professional Standards, NEA
* Dorothy V. Meyer, Wellesley, Massachusetts
National Commission on Teacher Education and Professional Standards, NEA
* Marjorie E. Miller, Parkville, Maryland
Department of Elementary/Kindergarten/Nursery Education, NEA
Mary Lou Ovard, Washington, D.C.
Association for Childhood Education International
* Ronald E. Paul, Tacoma, Washington
National Council of Urban Education Associations
Samuel Proctor, Washington, D.C.
National Commission on Teacher Education and Professional Standards, NEA
George E. Shattuck, Washington, D.C.
National Association of Secondary School Principals

* Classroom teachers.

observers

Benjamin Alexander, District of Columbia Board of Education
Paul Blackwood, U.S. Office of Education, Department of Health, Education, and Welfare
Mrs. Marilyn Brown, Model School Division, District of Columbia Public School System
Paul Cawein, U.S. Office of Education, Department of Health, Education, and Welfare
A. John Clark, U.S. Office of Education, Department of Health, Education, and Welfare
Lucy deCarlo, Job Corps, U.S. Office of Economic Opportunity
Milton Douglas, Roving Leader Program, District of Columbia Recreation Department
Roxane Foley, U.S. Office of Education, Department of Health, Education, and Welfare
Robert Glardi, Job Corps, U.S. Office of Economic Opportunity
Gretchen Jones, Model School Division, District of Columbia Public School System
Shirley Kaufman, U.S. Office of Education, Department of Health, Education, and Welfare
Hal Morse, U.S. Office of Education, Department of Health, Education, and Welfare
Norman Nickens, Model School Division, District of Columbia Public School System
Ilo Remer, U.S. Office of Education, Department of Health, Education, and Welfare
C. C. Ring, U.S. Office of Education, Department of Health, Education, and Welfare
Lila Shapiro, U.S. Office of Education, Department of Health, Education, and Welfare
Tinsley Spraggins, U.S. Office of Education, Department of Health, Education, and Welfare
Joseph M. Thomas, Boy Scouts of America

consultants

Domenic A. Calabro, District of Columbia Association of Classroom Teachers
D. D. Darland, National Commission on Teacher Education and Professional Standards, NEA
Joseph D. Devlin, S.J., Center for the Study of Instruction, NEA
Susan Fleming, Commission on Professional Rights and Responsibilities, NEA
Mrs. Margaret Knispel, National Commission on Teacher Education and Professional Standards, NEA
Mrs. Katherine McCormick, Department of Foreign Languages, NEA
Mel Myler, National Commission on Teacher Education and Professional Standards, NEA
Lawrence P. Sorensen, Office of Professional Development and Welfare, NEA
John H. Starie, Division of Affiliates and Membership, NEA
Mrs. Marion B. Tucker, *NEA Journal*

conference advisors

D. Richard Albertson, NTL Institute for Applied Behavioral Science, NEA
Lyle R. Hamilton, Division of Press, Radio, and Television Relations, NEA
Charles L. Hosford, NTL Institute for Applied Behavioral Science, NEA

headquarters staff

Margaret Stevenson, executive secretary
Taimi Lahti, assistant executive secretary
Mrs. Alice B. Cummings, assistant to the executive secretary
Gilbert Sanchez, auxiliary personnel coordinator
Betty Stautzenberger, conference coordinator
F. J. Johnson, professional services coordinator
Donald L. Carothers, program and publications coordinator
Mrs. Jean O. Heflin, editorial assistant
Cynthia Irelan, conference secretary

NEA liaison

Cecil J. Hannan, assistant executive secretary for professional development and welfare, NEA